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#158 NURSING Education - Position PAPERS

HISTORICAL PERSPECTIVE OF THE NURSING PROFESSION'S APPROACH TO A BROADER EDUCATIONAL BASE FOR NURSING PRACTICE

Since the early 1900s, nursing has been moving steadily toward a broader and more standardized educational base for nursing practice. Significant historical landmarks demonstrate this progress as well as wider recognition of nursing as a profession.

- 1899 First nursing program established within a college or university, admitting registered nurses for baccalaureate study at Teachers College, Columbia University.
- 1909 First educational program for nurses organized as an integral part of a university at the University of Minnesota.
- 1923 Goldmark report, "Nursing and Nursing Education in the United States" emphasized the desirability of establishing schools of nursing to educate nurse leaders.
- 1924 Yale School of Nursing was the first nursing school established as a separate university department with an independent budget and its own dean.
- 1941 Labor-Federal Security Appropriation Act passed by Congress appropriated funds for accredited schools and universities and met specifications for educating nursing students.
- 1945 World War II created a critical need for large numbers of well-educated nurses in the military and civilian sectors.
- 1948 Brown report, "Nursing for the Future," recommended basic schools of nursing in universities and colleges.
- 1960 The House of Delegates of the American Nurses' Association accepted a recommendation from the ANA Committee on Current and Long-term Goals: "To ensure that within the next 20 to 30 years, the education basic to the professional practice of nursing for those who enter the profession shall be secured in a program that provides the intellectual, technical, and cultural components of both professional and liberal education. Toward this end, the American Nurses' Association shall promote the baccalaureate program so that in due course it becomes the basic educational foundation for professional nursing".
- 1963 Surgeon General's Consultant Group on Nursing published the report, Toward Quality in Nursing: Needs and Goals which identified the need for more schools of nursing to increase efforts to recruit nursing students, to improve the economic status of nurses, and to increase the level of nursing research.

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1964 ANA convention, the House of Delegates voted to: "Continue to work toward baccalaureate education as the educational foundation for professional nursing practice". The ANA Committee on Education was urged to work with all deliberate speed to enunciate a precise definition of preparation for nursing at all levels.

1965 The American Nurses' Association issued its first formal statement on the educational preparation for nursing; it was published in the December issue of the AJN as a position statement.

The ANA Committee on Education stated in the report, Educational Preparation for Nurse Practitioners and Assistants to Nurses, the position adopted by the House of Delegates that "minimum preparation for beginning professional nursing practice at the present time should be baccalaureate degree education in nursing," and "minimum preparation for beginning technical nursing practice at the present time should be associate degree education in nursing".

1966 The House of Delegates adopted a motion that "this body commend the ANA Committee on Education and the ANA Board of Directors for their farsighted action in issuing the position paper on education."

1967 The ANA-NLN careers program was initiated. The new feature of this program was concern for recruitment across the continuum, from the basic school of nursing through the doctorate, with particular emphasis on baccalaureate and higher degree programs. It is planned so that as much of the program as possible could be decentralized allowing state and district constituents to carry responsibility for direct recruitment.

1968 Commission on Nursing Education Report, "The Commission is Concerned that the Focus of Nursing Education be on Nursing Practice".

The report identified a number of troubling problems of the time. One was defined as the "need to identify inadequacies in education and health care," apparently due to widespread employment of providers who were called upon to perform services (in this case nursing services), beyond their capabilities. Another major concern focused on the need for "surveillance and control over the opening of new schools." Schools of practical nursing were enjoying rapid growth due to the availability of vocational education funds from the federal government. Another concern of the 1968 commission was the "allocation of federal and state monies for education." The commission insisted that state plans submitted for funding of

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nursing education under the Vocational Education Act should meet qualifying standards and approval by state boards of nursing. The 1968 commission noted that these plans should be contingent upon the availability of qualified nursing faculty. In addition, according to the commission, state plans should show evidence of nurse leadership and involvement in community planning.

1970

The ANA House of Delegates voted to "endorse the second phase of the work of the National Commission for the Study of Nursing and Nursing Education". As a result of this action, the American Nurses' Association worked to promote implementation of the findings and recommendations of this study, including one that "each state have, or create, a master planning committee that will take nursing education under its purview, such committees to include representatives of nursing, education, other health professions, and the public, to recommend specific guidelines, means for implementation, and deadlines to ensure that nursing education is positioned in the mainstream of American education patterns with its preparatory programs located in collegiate institutions".

1975

ANA Commission on Nursing Education published Standards for Nursing Education.

1978

Following the February 1978 national conference on entry into practice, convened by the Commission on Nursing Education, three resolutions were presented to and adopted by the House of Delegates. These resolutions addressed (1) increasing accessibility of career mobility programs in nursing, (2) establishing a mechanism for deriving competency statements for two categories of nursing practice, and (3) identification and titling of two categories of nursing practice. These resolutions, designed as action-oriented steps to facilitate implementation of the association's stand on proposed changes in education for nursing practice, were addressed by the commission during the 1978-1980 biennium. Plans were discussed with the nursing community at four regional forums held throughout the country during 1979. The commission presented the results of its work at a national briefing held in May 1980, and brought forth a detailed report to the 1980 House of Delegates.

1980

Following the mandate from the 1980 House of Delegates the commission worked during the last biennium to (1) publish and disseminate the educational mobility guidelines endorsed by the 1980 House of Delegates and (2) continue to develop a comprehensive statement of roles, functions, and competencies

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for nursing practice. The commission accomplished the charge to publish and disseminate the educational mobility guidelines by issuing and distributing the document Educational Preparation for Nursing: A Source Book in April 1981.

To address the issue of competency development, the commission appointed the Ad Hoc Competency Work Group, chaired by a member of the Commission on Nursing Education, made up of a representative from the Commission on Nursing Research, the Commission on Nursing Services, and the Congress for Nursing Practice. This work group, meeting three times during the biennium, used input on competencies received from the three regional forums and the national briefing held during the 1978-1980 biennium, and studied the ongoing work of state nurses' associations, other nursing organizations, and groups related to competency development.

The Commission on Nursing Education received a report from the Ad Hoc Competency Work Group in November 1981. Based on the information received from the competency work group, as well as from other sources, the commission reached the decision that further efforts to describe nursing roles from a competency base could best be done in the practice setting. The development of specific roles, functions, and competency statements for different kinds of nursing practice is dependent on the kinds of health care needs, the types of practice settings, and the available manpower pool within a circumscribed area or region. Knowing about significant work in progress within a circumscribed area in institutions and agencies, the Commission on Nursing Education concluded that it was most appropriate for these groups to work together to further develop nursing roles, functions, and competencies.

1982 The Commission on Nursing Education's resolution, "That the American Nurses' Association move forward in the coming biennium to expedite implementation of the baccalaureate in nursing as the minimal educational qualification for entry into professional nursing practice," was supported by the Cabinet on Nursing Service in a memo from the cabinet to the 1982 House of Delegates. The ANA House of Delegates mandated the resolution.

1983 In May the ANA Board of Directors allocated \$75,000 to meet educational goals for nursing. One result of this allocation was a strategy meeting with representatives of 25 SNAs to determine a coordinated strategy for achieving educational goals. The meeting was held in July of the same year.

Significant outcomes of the meeting included consensus that (1) a continuous flow of information regarding SNAs progress in implementation would be necessary, and (2) SNAs would need financial assistance to implement this goal. In December the

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Cabinet on Nursing Education decided to use the remainder of the \$75,000 for grant proposals from SNAs to assist their efforts in implementing the baccalaureate as the basis for professional nursing practice. Two states, Maine and Montana, were selected to receive funds.

At the December meeting of the ANA Board of Directors \$100,000/year for five years was committed to implement the baccalaureate.

Education for Nursing Practice in the Context of the 1980s, was published by the ANA Cabinet on Nursing Education expressing ANA's determination to establish the baccalaureate as the educational base for professional nursing practice.

1984

The Kellogg Foundation awarded a grant to ANA and three other nursing organizations to study the knowledge and skills essential for basic nursing practice. The group is now known as the National Commission on Nursing Implementation Project (NCNIP).

In February, the Cabinet on Nursing Education funded the remainder of Maine and Montana's original requests. In addition, Oregon's and North Dakota's proposals were funded; funds were also committed to support a scholarship program for baccalaureate completion and graduate education for nurses.

In March the Cabinet on Nursing Education asked the Board of Directors for \$1 million to support the achievement of the goal to establish the baccalaureate as the standard for professional nursing practice.

In May, representatives from the four funded states met in Kansas City. They exchanged information and materials. A clearinghouse of information was initiated.

In July, the 1984 House of Delegates adopted the recommendation: "That the American Nurses' Association establish the goal that the baccalaureate for professional nursing practice be implemented in 5% of the states by 1986, 15% of the states by 1988, 50% of the states by 1992, and 100% of the states by 1995, with the ultimate goal being congruence of professional nurse licensure with the educational base of the baccalaureate in nursing."

The ANA House of Delegates mandated "That ANA develop a national plan regarding entry into practice that specifically addresses titling and licensure of individuals educated with a minimum of a baccalaureate degree in nursing to be submitted to the 1985 House of Delegates for action."

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In August a joint meeting of the Cabinet on Nursing Education and Cabinet on Economic and General Welfare convened. The purpose of the meeting was to discuss the Cabinet on Economic and General Welfare's role in implementation of educational requirements for nursing practice. As a result, a paper was developed by a task force of these two cabinets. The resulting document, Preparing for the Future, was published in 1985.

In September, the ANA Cabinet on Nursing Education approved the Standards for Professional Nursing Education.

In October, letters requesting suggestions for the National Plan were sent to all SNAs by the chairperson, Cabinet on Nursing Education.

In December the ANA Board of Directors allocated \$500,000 for use in a public relations project for fiscal year 1985 to implement "entry." Of the original \$150,000 budgeted to the Cabinet on Nursing Education for fiscal year 1985, \$15,200 was earmarked for the public relations project.

In December, the Cabinet on Nursing Education funded states which had the immediate potential of making significant progress in their implementation efforts. Implementation funds were granted to Illinois, and additional funds were allocated to Maine, Montana, and North Dakota.

1985

In January, the Task Force to Develop the National Plan for the Implementation of ANA's Educational Position prepared a draft plan for SNA review and comment prior to the Cabinet on Nursing Education's preparation of recommendations to the Board of Directors and the 1985 House of Delegates.

This National Plan is meant to provide a guide for states to follow as they assess their legal situations (nurse practice acts and rules and regulations) and determine their best approach as they work toward the educational goals of the profession.

An informational report received by the 1985 House of Delegates indicated that the primary focus of the Cabinet on Nursing Education was continued support for constituent state nurses' associations as they work to develop and implement strategies to meet the educational goal of the profession. Five states were selected to receive additional funds. Standards for Professional Nursing Education was published.

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The House of Delegates directed ANA's Cabinets on Nursing Education, Practice, and Human Rights to jointly delineate the future scope of practice for persons educated with a baccalaureate or higher degree in nursing and for those educated with an associate degree in nursing.

The House of Delegates action urged the SNAs to move to establish the baccalaureate with a major in nursing as the minimal educational requirement for licensure to practice professional nursing, and to retain the legal title of registered nurse for that license. The House of Delegates also urged ANA to go on record as supporting the legal title of associate nurse for the technical level of nursing.

1986

At the December Board of Directors meeting, \$300,000 was allocated for fiscal year 1986 to SNAs for support. The 1986 ANA House of Delegates adopted a time-line for delineating scopes of practice for the future professional and associate levels of practice, after an informational report.

The House of Delegates adopted a resolution regarding grandfathering of the licensed practical nurse/licensed vocational nurse. The American Nurses' Association supported the position that wherever a given state implements the title "associate nurse" (AN) currently licensed LPN/LVN's be grandfathered into technical nursing practice with that title, and that the educational requirement of the associate degree be waived. (A Statement on Nursing Program Articulation, developed by the Cabinet on Nursing Education was attached to this resolution.)

The first case study was published: Fisher-Wakefield, M.; Langemon, D: Achieving ANA's Education Goals for Nursing Practice in North Dakota: A Case Study, American Nurses' Association, North Dakota Nurses' Association, ANA, 1986.

1987

The ANA House of Delegates received an informational report, "Activities Around Implementation of the Baccalaureate." North Dakota implemented changes in the rules and regulations accompanying its nurse practice act.

Maine's proposed legislative changes resulted in the institution of a statewide Commission on Nursing Supply and Educational Accessibility. The intent of the legislature was that by 1995, there will be two levels of nurse, requiring either an associate degree or a baccalaureate.

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Montana's legislative proposal to change nursing educational requirements was presented but not passed by the Montana legislature. (The Montana Nurses' Association is now analyzing the influencing factors as it develops strategies for resubmission of legislative changes.)

The Scope of Nursing Practice was adopted by the 1987 House of Delegates.

Two case studies were published:

Munger, M.; Shreffler, J.; Vanderhorst, R.: Nursing 21 - Montana's Campaign for Nursing's Educational Goals: A Case Study, American Nurses' Association, Montana Nurses' Association, ANA, 1987.

Smith, D.L.; Chandler, N.: Implementation of Two Levels of Entry Into Nursing Practice in Maine: A Case Study, American Nurses' Association, Maine State Nurses' Association, ANA, 1987.

1988

At this time the other project states are educating their constituents and building local support in preparation for proposed changes in their nurse practice acts.

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AMERICAN NURSES' ASSOCIATION

Cabinet on Nursing Education Statement on Nursing Program Articulation

The expectation that baccalaureate level education will be required for future professional nursing practice and an associate degree for future technical nursing practice dictates that educational mobility opportunities which include systematic planning for articulation among nursing programs be broadly available.

When used in reference to an educational system, the term "articulation" means "... the communication which exists between two institutions (a sending institution and a receiving institution) regarding the nature and extent of the academic preparation possessed by a student leaving the first and seeking to enter the second. Clearly, the greater the amount of the student's applicable educational background which is accepted by the second institution, the better the articulation."¹

The existing diversity in nursing curricula dictates the existence of clear communication; among nurse education programs, the sending and receiving institution, and the prospective students. The goals and objectives of the academic program and the competencies required of the student upon entry and exit must be clearly communicated to everyone.

Interinstitutional agreements should be developed which specify the transferability and acceptance of earned academic credit to meet graduation requirements. The effect of these agreements should make routine the transfer of certain academic credits from one institution to another. The availability and clarity of such articulation agreements should enable students entering nursing education as well as previously licensed nursing students to make informed decisions and expedite educational mobility.

Opportunities for the assessment of prior learning not validated through the transfer of credit should be provided by the nursing faculty of the receiving institution. The availability of this option will assist faculty and students to plan individualized programs of study that build upon the students' previously acquired knowledge and skill. Formal agreements for program articulation and the availability of mechanisms to validate previous learning will enable students to access and exit the nursing education system at multiple points as they prepare for and continue their nursing careers.

In general, the academic preparation of nursing faculty should be at a level beyond the one in which they are teaching. In addition, those faculty who design and implement curricula for educationally mobile students should have the motivation, knowledge and skill appropriate to their role and responsibility.

¹Chambers, Charles M. Articulation: Possibilities and Restrictions. Issues in Diploma Nursing Education in the Eighties. New York: National League for Nursing, 1980, 27.

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In summary, it is believed that any person wishing to pursue or advance a career in nursing through educational mobility programs has a right to:

1. A course of study with an appropriate balance of nursing and liberal studies.
2. Expect to transfer and apply credit earned at previous educational institutions to meet graduation requirements.
3. Access to clear and concise information from receiving institution to facilitate realistic education and career planning.
4. Evaluation, validation and awarding of credits for previously acquired knowledge and skills not validated through the transfer process.
5. Faculty of nursing programs that are well prepared to work with students who are educationally mobile.

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8/17/88

American Nurses' Association
1986 House of Delegates
Summary of Action

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NURSING EDUCATION PROGRAMS IN THE UNITED STATES 1986, NATIONAL LEAGUE FOR NURSING

- 776 State approved associate degree in nursing programs in nursing.
- 455 State approved baccalaureate degree programs in nursing.
- 1125 State approved schools of practical and vocational nursing.
- 209 State approved diploma programs.
- 170 BSN completion programs.
- 190 Master's in nursing program.
- 35 Doctoral programs in nursing open and have accepted their first students.
- 7 Doctoral programs in nursing in the process of accepting their first students.

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ORGANIZATIONS SUPPORTING THE BACCALAUREATE AS THE REQUIREMENT FOR FUTURE ENTRY INTO PROFESSIONAL NURSING PRACTICE *

American Association of Colleges of Nursing
 American Association of Critical-Care Nurses
 American Association of Nephrology Nurses and Technicians
 American Association of Neuroscience Nurses
 American Association of Nurse Anesthetists
 American Association of Occupational Health Nurses
 American Nurses' Association
 American Organization of Nurse Executives
 American Public Health Association --Public Health Nurse Division
 American Society of Post-Anesthesia Nurses
 Association of Operating Room Nurses
 Association of Practitioners in Infection Control
 Association of Rehabilitation Nurses
 Emergency Nurses Association
 National Association of Pediatric Nurse Associates and Practitioners
 NAACOG: The
 National League for Nursing
 National Nurses Society on Addictions
 National Intravenous Therapy Association
 National Student Nurses' Association
 Oncology Nursing Society **
 National Federation of Licensed Practical Nurses
 Southern Regional Education Board - Council on Collegiate Education in Nursing
 State nurses' associations of the American Nurses' Association

* This list may be incomplete and does not include state boards of nursing.
 ** The Oncology Nursing Society supports the baccalaureate provided that the baccalaureate programs are "accessible, flexible, affordable, and innovative."

ANA/010688

Information as available, March 1987.